DOCUMENT RESUME

ED 316 447 SO 019 965

TITLE	America in Transition: The International Frontier. Report of the Task Force on International Education.
INSTITUTION	National Governors' Association, Washington, D.C.
REPORT NO	ISBN-1-55877-038-0
PUB DATE	89
NOTE	33p.
AVAILABLE FROM	National Governors' Association, 444 N. Capitol Street, Suite 250, Washington, DC 20001 ($10.95).
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Cross Cultural Studies; *Cross Cultural Training; Cultural Awareness; Early Childhood Education; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Global Approach; Government Role; Higher Education; Intercultural Communication; *International Education; *International Studies; Second Languages; *State Action

ABSTRACT

More than ever, U.S. economic well-being is intertwined with that of other countries through expanding international trade, financial markets, and investments. National security, and even world stability, depend upon U.S. understanding of and communication with other countries. Therefore, international education must be an integral part of the education of every student. This report highlights individual examples of worthy international education programs at all levels from across the country. These pockets of progress must be nurtured and expanded until they grow into a national commitment to international education. State governors must take the lead in creating an international focus for the U.S. educational system at all levels. Critical to the success of this effort will be the involvement of a broad coalition including teachers, school administrators and board members, legislators, university presidents, college faculty, and the business community. The following objectives for state action are recommended: (1) international education must become part of the basic education of all of students; (2) more students must gain proficiency in foreign languages; (3) teachers must know more about international issues; (4) schools and teachers must be aware of the wealth of resources and materials that are available for international education; (5) all college and university graduates must be knowledgeable about the broader world and conversant in another language; (6) business and community support of international education should be increased; and (7) the business community must have access to international education, particularly information about export markets, trade regulations, and overseas cultures. A 50-item bibliography is included. (JB)

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AMERICA IN TRANSITION

The International Frontier

Report of the Task Force on International Education

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NATIONAL GOVERNORS ASSOCIATION

AMERICA IN TRANSITION

The International Frontier

Report of the Task Force on International Education

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ISBN 1-55877-038-0

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Printed in the United States of America.

"How are we to sell our products in a global economy when we neglect to learn the language of the customer? How are we to open overseas markets when other cultures are only dimly understood?"

Governor Gerald L. Baliles
Virginia

"America's Governors are [illegible] on the front lines. [illegible] have led the [illegible] and to revitalize state economies. Now, Governors will work together to help shape a strategy for America in a highly competitive international arena."

Governor Gerald L. Baliles
Virginia

Chairman's Overview

The world is growing smaller. Fiber optic networks span the continents. Billions of dollars move in seconds from Milan to Tokyo to New York. Goods move around the world in a single day. An individual product may contain parts manufactured in five different countries and be assembled in a sixth. New markets and opportunities emerge almost overnight. In this competitive and rapidly changing environment, success belongs to those who can anticipate, adapt, and respond quickly.

The international frontier is no longer the future — a new age has arrived. The evidence abounds. A common market in Western Europe will be finalized in 1992. The United States and Canada are on a ten-year path toward free trade. World output is shifting dramatically to Japan and the Pacific Rim. And, in an attempt to encourage trade and foreign investment, the People's Republic of China and the Soviet Union are experimenting with capitalism. By the beginning of the 21st century, the economic terrain will be one of large trading blocs, instead of individual countries, trying to maximize their growth through trade.

As the global marketplace has emerged, the United States' role as an economic decisionmaker has changed. During the 1960s, when the U.S. economy was partially insulated from global influence, it was possible to influence the economy by then-traditional fiscal and monetary policies. With the development of the Eurodollar market, foreign ownership of a large portion of the federal debt, and huge increases in foreign trade, the economic sovereignty once enjoyed by the United States has been reduced.

Twenty years ago, states were bystanders as international events changed the economic landscape. That, too, has changed. Our boundaries are no longer the borders of our states, but every corner of the globe. As Governors, we are challenged to confront this new reality.

State government is well-positioned to meet the challenges of the next century. But we must begin preparing for this transition. Our agenda includes a six-point offensive. Specifically, we must:

- Discover new and emerging international markets for American products, to become again the Yankee traders we once were.
- Bring an international perspective to our daily living — to understand foreign nations and the people beyond our borders. . .to learn the international language of business.
- Expand our research, and use our technology, to create both new products and new processes to maintain America's competitive position.
- Capitalize on the natural advantages of American manufacturers and regain competitiveness in our domestic markets.
- Improve our highways, airports, airways, and ports so we can move our people across town and our products around the globe.
- Invest in the health, education, and training of our children so they can live healthier and more productive lives.

This year, I have created six NGA task forces to examine these issues that together form the foundation for the nation's future:

foreign markets, international education, research and technology, domestic markets, transportation infrastructure, and children.

This is the second of the six reports. It explores a subject crucial to our understanding of the new world marketplace: international education.

Commerce and the development of nations go hand in hand. From the emergence of the great Mediterranean trading centers to the discovery of an all-water route to India to the first transoceanic flights, great nations have developed as their international trade has developed.

In 1989, the United States is not well-prepared for international trade. We know neither the languages, the cultures, nor the geographic characteristics of our competitors.

American education can no longer be circumscribed by national boundaries. We must prepare to do business anywhere on earth.

How are we to sell our products in a global economy when we neglect to learn the languages of the customer? How are we to open overseas markets when other cultures are only dimly understood? How are our firms to provide international leadership when our schools are producing insular students?

The imperatives are clear:

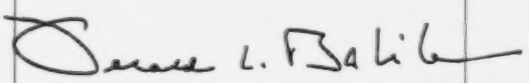
It is time to learn languages.

It is time to learn geography.

It is time to change our thinking about the world around us. For we cannot compete in a world that is a mystery "**Beyond our Borders.**"

In the months ahead, the nation's Governors will continue their work, releasing recommendations on topics ranging from how to finance our aging infrastructure to how to find emerging markets. Governors may not agree on every recommendation made in the reports, but we have reached some clear conclusions.

Together, these reports should serve as a guide, outlining the steps Governors and their states can take to lead the nation into the 21st century. . . a road map for an America in Transition.



Gerald L. Baliles
Governor of Virginia
Chairman, National Governors' Association

"We must make international education a priority in this country. I have no illusions about the difficulty involved in this. But neither do I doubt the consequences if we do not. America can't afford to wait a generation."

Governor Thomas H. Kean, New Jersey

Foreword

International education—teaching and learning about other countries, their citizens, and their languages. Just how important is it to our country? As important as economic prosperity, national security, and world stability.

More than ever before, our economic well-being is intertwined with that of other countries through expanding international trade, financial markets, and investments. More than ever before, our national security—indeed, world stability as a whole—depends upon our understanding of and communication with other countries.

In brief, the world beyond our borders is crucial to this nation.

The importance of international education is not itself a new idea. More than forty years ago, John Foster Dulles reminded us that "interpreters are no substitute. It is not possible to understand what is in the minds of other people without understanding their language, and without understanding their language it is impossible to be sure they understand what is on our minds."

Nor was Dulles the last to tell us. In 1979 the President's Commission on Foreign Language and International Studies said, "on a planet shrunken by the technology of instant communications, there is little safety behind a Maginot Line of scientific and scholarly isolationism. . . .The situation cries out for a better comprehension of our place and potential in a world that, though it still expects much of America, no longer takes American supremacy for granted."

Today, ten years later, our need for "better comprehension" is greater than ever.

That is why the National Governors' Association's Task Force on International Education has repeated the call: *International education must be an integral part of the education of every student.*

All across the country, individual examples of worthy international education programs abound; they are highlighted in this report. Enlightened and enterprising schools, districts, and universities have developed innovative and successful curricula, classes, and projects.

But these are pockets of progress in an otherwise indifferent America. These isolated local programs must be nurtured and expanded until they grow into a national commitment to international education.

How best can this be accomplished?

It is time for the Governors to take the lead in creating an international focus for our educational system. In the past, we have been at the forefront in reforming America's schools and campuses. We have led the way in improving student assessment and the accountability of schools; we have recognized the professional nature of teachers' work and have worked to enhance the stature of teaching. We have challenged our schools and campuses to a new excellence. We have proven ourselves to the education community.

Now Governors and states must build upon this past experience and leadership to expand international education for all students—from preschool through graduate school and beyond—in all settings, from the school yard and college campus to the factory floor and corporate park.

As Governors, we are crucial to this effort, because we are well-positioned to take action to increase the knowledge of other peoples and their countries among our citizens. We alone sit at the crucial juncture where policy—on economic growth and development, trade, education, and labor—meets practice. We, more than any other elected officials, can see the value and advantage of an internationally literate citizenry.

Our task is for each of us to develop a comprehensive statewide strategy for international education that reaches all agencies, all levels of education, and even into the private sector. Critical to our success will be the involvement of a broad coalition—teachers, school administrators and board members, legislators, university presidents, college faculty, and the business community—in developing this comprehensive plan.

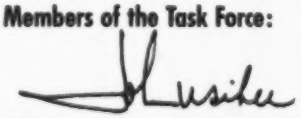
For our strategy to be successful, it must be based on specific goals and objectives. Therefore this task force recommends the following objectives for state action:

- International education must become part of the basic education of all of our students.
- More of our students must gain proficiency in foreign languages.
- Teachers must know more about international issues.
- Schools and teachers need to know of the wealth of resources and materials, other than textbooks, that are available for international education.
- All graduates of our colleges and universities must be knowledgeable about the broader world and conversant in another language.
- Business and community support of international education should be increased.
- The business community must have access to international education, particularly information about export markets, trade regulations, and overseas cultures.

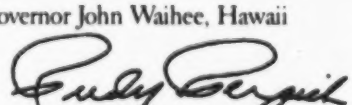
For more than a century, Americans enjoyed unchallenged superiority in virtually everything we turned our hands to. We could afford the luxury of ignoring the seers and experts who urged us to learn the tongues and ways of other lands, but those days have gone the way of leaded gas and the nickel phone call. If we are to reap continued prosperity and security we must plant the seeds of international education today.

Governor Thomas H. Kean, New Jersey
Chairman, NGA Task Force on International Education

Members of the Task Force:



Governor John Waihee, Hawaii



Governor Rudy Perpich, Minnesota

"A big part of what is now [illegible] in American education [illegible] internationally. Without this first essential stepping stone, it is hard to go very far in pursuit of international commerce, no matter how good one's wares might be."

Mylle Bell, director of corporate planning for BellSouth and former president of BellSouth International

The Challenge

Times have changed. Revolutionary advances in science, technology, communications, and transportation have brought nations and peoples together. World trade and financial, economic, and political developments have transformed disparate economic systems into a highly interdependent global marketplace. Today, the nations that inhabit the planet are often more closely linked than neighboring states or villages were at the turn of this century.

Yet these important changes are not reflected in the way many U.S. schools prepare students for citizenship. In educating students, the languages, cultures, values, traditions, and even the location of other nations are often ignored. Schools and universities reflect the same lack of global understanding that pervades the nation from government and business leaders to school children.

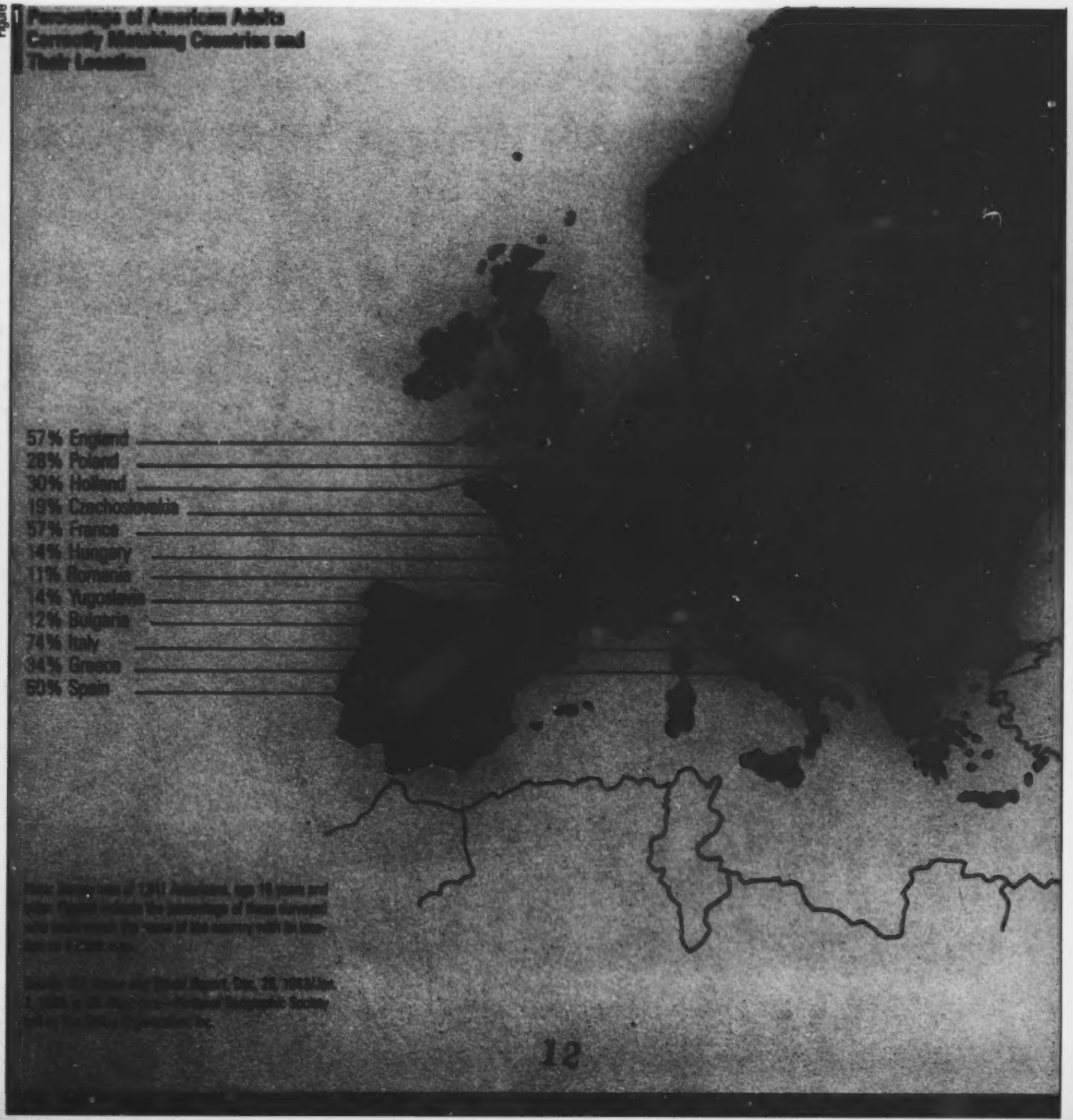
Geographic Illiteracy

The data show that the road toward an internationally literate society is uphill.

Consider the facts from a recent Gallup survey of adult geographic knowledge and skills in the United States and eight other countries.

- In knowledge of geography, U.S. adults rank behind those in Sweden, West Germany, Japan, France, Canada, and Great Britain and rank ahead of those in Italy and Mexico.
- Young American adults (age eighteen to twenty-four) know the least about geography of *any* age group surveyed in *any* country.
- One in seven adults could not locate the United States on a world map; more than one-half did not know, even roughly, the size of the nation's population.
- One-half of American adults could not point out South Africa on a map; one-half could not identify even one South American country; and only 55 percent could locate New York—in fact, thirty-seven states were identified as New York.

Figure 1 Percentage of American Adults Currently Mistaking Countries and Their Location



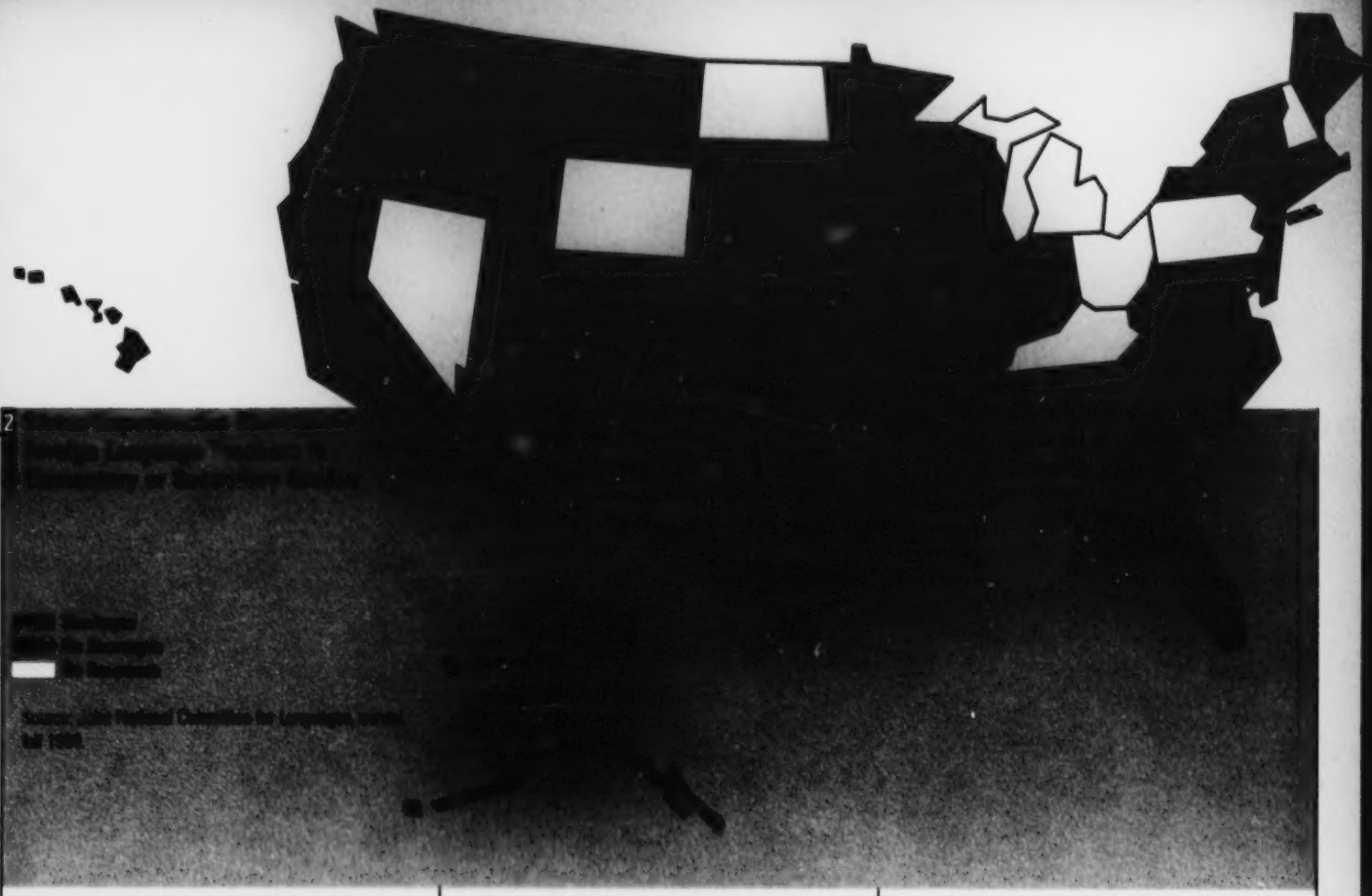


Figure 2

Given adults' lack of knowledge, it is no surprise that young people know so little about the places around them. Geography has nearly disappeared as a separate subject in kindergarten through twelfth grade and, when offered, it is frequently taught by teachers who have never had a college geography course. A 1987 survey of 5,000 high school seniors in seven cities found that:

- Twenty-five percent of Dallas students did not know the country bordering the United States on the south.
- Nearly 40 percent of Boston seniors could not name the six New England states.

Limited Proficiency in Other Languages

The vast majority of U.S. citizens cannot speak a language other than English. Language instruction in this country begins in the later grades—generally high school—while children in other nations begin to learn a second language in elementary school. American children who have learned languages have learned through outdated methods, with little emphasis on speaking and listening skills.

In the United States, instruction is seldom offered in some major languages such as Japanese, Russian, Arabic, and Chinese. Yet these languages are spoken by three-fourths of the world's population, including some major U.S. trading partners.

Other data also demonstrate the limited proficiency of U.S. students in other languages.

- A recent analysis of U.S. postsecondary students' transcripts revealed that 53 percent took no basic foreign language classes during their undergraduate years.
- Only 17 percent of U.S. public elementary schools offer any form of language instruction. Many that do offer classes offer only introductory exposure. Only 3 percent of public and private elementary schools offer language programs leading to skill in communicating.
- According to a 1987 U.S. Department of Education study, only one in five American high school graduates take more than two years of a foreign language, and less than one in ten enroll in four years of language.
- Twenty-six states report a shortage of foreign language teachers at either the elementary or secondary level.

There are other signs that Americans lack international competence. A 1986 study found that Americans watching major television news programs understood the major points of only one-third of the stories about events outside the United States.

The Context

"Just as students must have opportunities within their districts and within this state, we must offer them a chance to explore the world. Our economic survival depends on our knowing as much about our world neighbors as they know about us. We envision world languages beginning in the elementary grades, student and teacher exchange programs, and study abroad programs that concentrate on language, culture, government, and trade."

Governor Rudy Perpich, Minnesota

"...a reawakening to the reality that America—government and people—must remain open to the world and engaged, or risk diminution of our essence as a people and our vocation as a nation."

George Schultz, former Secretary of State

The Context

Should this country be concerned about its citizens' lack of knowledge? Absolutely. The economy, trade, foreign policy, and leadership role in promoting world stability and peace are dependent upon an understanding of developments beyond our borders. Former Secretary of State George Schultz has called for "a reawakening to the reality that America—government and people—must remain open to the world and engaged, or risk diminution of our essence as a people and our vocation as a nation."

The Importance of International Trade

International markets are vital to U.S. business. Increasingly, American companies and corporations cross national borders for products, component parts, customers, markets, and cooperative ventures. Trade with other countries is growing. Consider these facts:

- Exports represented more than 9 percent of the U.S. GNP in the 1980s, up from 7 percent in the 1960s.
- Direct foreign investment in the United States was $48 billion in 1976 (in 1987 dollars) and had reached $262 billion by 1987.
- Every billion dollars of exports generates an average of 25,000 jobs.
- Agricultural products worth $35.2 billion were exported in fiscal 1988. More than half of the U.S. wheat crop is exported; U.S. corn exports represent 74 percent of the world's market.
- Approximately one-half of the total earnings of the nation's twenty-three largest banks is earned overseas.
- The Third World is the market for 35 percent of all American exports. This is not a one-sided relationship; the United States relies on these countries to provide 100 percent of its natural rubber and tin, and 95 percent of its chromium and cobalt.

The Need for Internationally Literate Employees

The business community suffers from U.S. educational deficiencies. Mylle Bell, director of corporate planning for BellSouth and former president of BellSouth International, argues, "A big part of what is now missing in American education is a fundamental understanding of who fits where in the world—physically and culturally. Without this first essential stepping stone, it is hard to go very far in pursuit of international commerce, no matter how good one's wares might be."

U.S. business people often are uncomfortable in the international marketplace. Employees are needed who understand other cultures and who can develop new products appropriate to other markets. "International education gets at the very fabric of our economy," declares Bell.

Learning about other nations' resources and cultural patterns may open up new opportunities for American exports. During a recent trip to Hong Kong, the Governor of Virginia discovered that chicken feet were served as a delicacy. He inquired and learned that they were in short supply. He immediately called several poultry producers in his home

state and found that they routinely threw chicken feet away. A match was made and his state is now a supplier of chicken feet to Hong Kong.

Executives at a southern wood products plant learned that Indonesia passed a new literacy law that would lead to a need for more books, and hence paper and pulp. With this knowledge the company initiated a campaign to sell pulp to the Indonesians. Similarly, a New England printing equipment manufacturer found out that Malaysia's new consumer protection law required food products to be dated. The company saw Malaysian food processing companies as a potential buyer of the firm's printing equipment.

To compete Americans must know more about their economic partners and competitors, allies and foes. To do business overseas Americans must understand the customer's language and customs.

Other countries have a long-standing commitment to international education. Donald R. Keough, president of Coca-Cola, contends, "There are millions of children overseas in country after country challenged to aspire toward the highest standards of education. We can do no less if we expect our leadership to continue as we are entering the twenty-first century. We must produce young people who will understand the world."

Other Evidence of Interdependence

World financial markets are increasingly interconnected. American banks provide capital to overseas countries and industries and American firms shop abroad for better financing. Stocks and bonds can be bought and sold on a twenty-four-hour basis around the world. The October 1987 stock market crash illustrated the degree of integration. The crash reverberated internationally; following the sun's path, stock markets plummeted around the globe.

Table 1 **Survey of the Strength of the United States Compared to Other Nations**

Category	Excellent	Good	Fair	Poor
Productivity	6%	37%	40%	16%
Quality of products	2	39	49	9
Commercialization of technology	5	40	38	14
Quality of workforce	6	47	38	9
Business management	6	50	38	7
Labor-management relations	2	26	49	21
Higher education	36	50	7	7
Elementary/secondary education	2	10	43	45
Private sector training	1	42	44	9

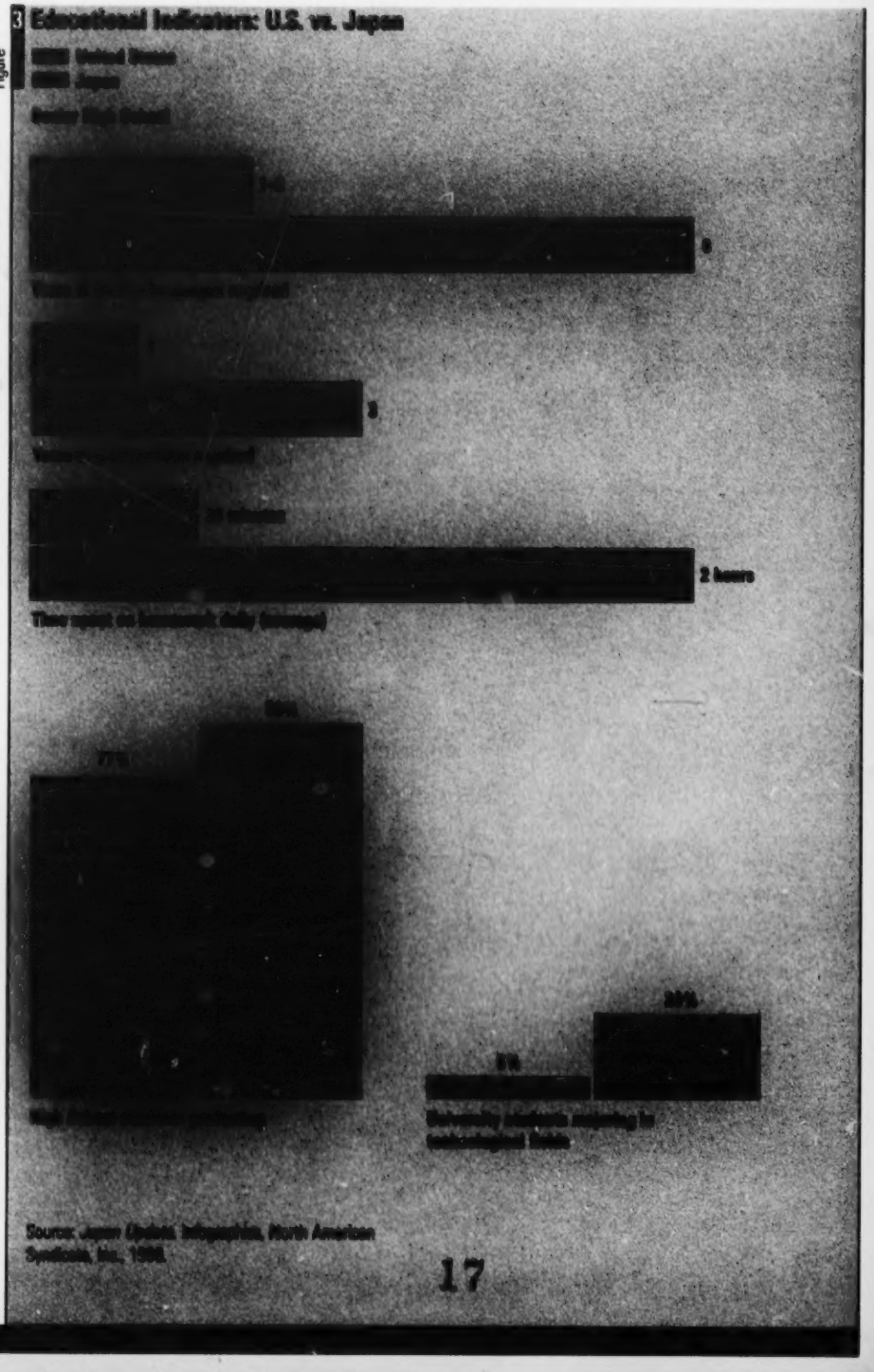
Source: Council on Competitiveness, Challenges, vol. 2, no. 1 (January 1988), p. 4.

The nightly news resounds with events in distant countries. Although the names are familiar—Angola, Honduras, Vietnam—Americans know little about these places or the people who live there. Yet the continued viability of the democratic system depends on an informed citizenry. Peace and world stability are fostered through an understanding of and communication with other countries. Moorehead Kennedy, senior diplomatic official in Teheran at the time of the 1979 takeover of the U.S. embassy in Iran, said, "The misjudgments that paved the road to disaster in Teheran cannot be laid at the door of the Foreign Service alone. The Foreign Service is made up of Americans. We all need to grow up internationally, to mature in important ways. . . in order to offer a foreign policy worthy of the best we represent."

Diversity Within the United States

Americans are an incredibly diverse people, a mixture of nationalities and cultures from across the globe. When disaster strikes—whether through hurricanes in Jamaica, floods in Bangladesh, or earthquakes in Armenia—American families are affected. Eighty-four languages are spoken on the streets of Los Angeles. Dade County, Florida, school children represent more than 100 nationalities. A fall 1985 survey reveals that a majority of California's school-age children are minorities, many of whom are first- or second-generation Americans. An increased emphasis on international education in schools and colleges will help everyone understand and interact with their neighbors, classmates, and coworkers.

Figure 3 Educational Indicators: U.S. vs. Japan



"America needs to go beyond the goals of international education to achieve international literacy. International literacy means an understanding of culture, language, geography, history, and current events. Moreover, it means being able to see the world in new ways and appreciating other points of view as well as we understand our own. It means being a *world* citizen."

Governor John Waihee, Hawaii

"There are millions of [illegible] overseas in [illegible] country. We [illegible] do no less if we expect our leadership to continue as we are entering the twenty-first century. We must produce young people who will understand the world."

Donald R. Keough, president of Coca-Cola

Critical Issues

There is evidence that the U.S. education system is now providing more language, geographic, and international studies opportunities. Colleges and universities are beginning to address international education.

- Two-thirds of four-year colleges and universities require graduates to meet a foreign language requirement, though only one-sixth of these schools require a language course for admission.

- More than half of the four-year institutions report that their libraries have increased their international resources and materials, they have hired more faculty with international expertise, and they are offering more courses with an international focus. Study and travel abroad programs for faculty and students have increased.

Evidence of improvement is visible at the elementary and secondary levels as more states institute foreign language requirements and standards and add an international component or courses to the curriculum.

- Foreign language enrollments are increasing. Virginia reports the highest foreign language enrollments since 1945, while Wisconsin's are the highest since World War I.

- Forty-four percent of Connecticut students and one-half of those in New York are taking foreign language courses in high school. Nearly 100,000 elementary students are engaged in foreign language study in Florida. Indiana has initiated programs in Japanese and Chinese in thirty schools.

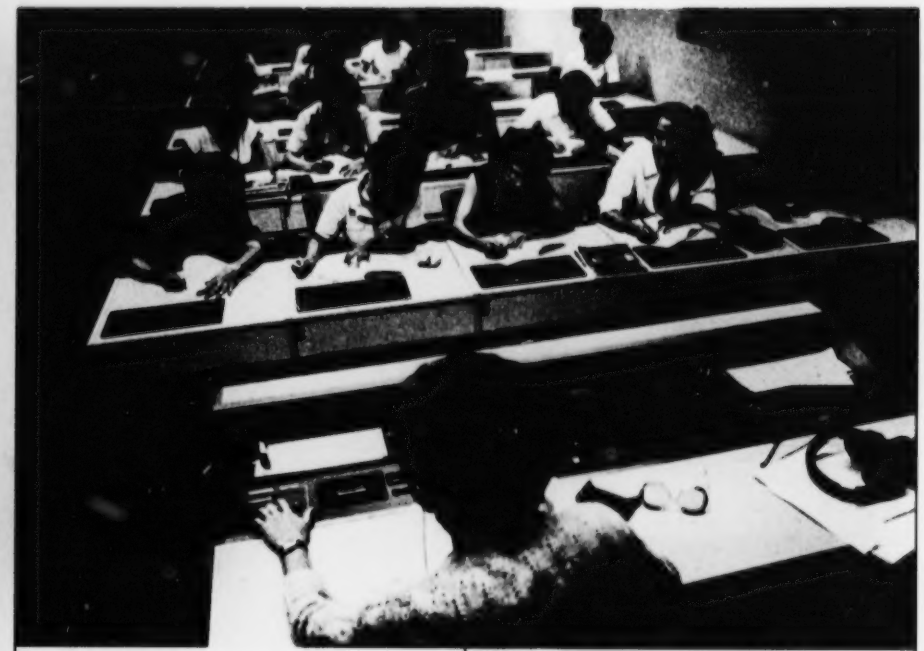
States and school districts have received support from many sources for these efforts. The federal government funds several programs that support international education, including the Fulbright program, an exchange program for scholars and students, and Title VI of the Higher Education Act, which has historically supported foreign language study. Recent trade legislation created several additional programs to enhance international education, including support for model and exemplary elementary and secondary school language programs, Presidential awards for outstanding foreign language teachers, and support for Centers for International Business at selected postsecondary institutions.

Obstacles to Success

As important as these good ideas and valiant efforts are, they aren't nearly enough to effect widespread change. There are significant roadblocks to broader success.

- Teachers lack adequate international preparation. Students in teacher preparation programs take fewer international education-related courses, including foreign languages, than any other college majors.

- Textbooks have been simplified and made less substantive. Real issues in social sciences, history, geography, and literature are either omitted or glossed over. In a recent analysis and critique of textbooks, Harriet Tyson-Bernstein argues that today's textbooks suffer two major flaws: "writing is poor, and books treat most topics so superficially that students can't make sense of what they are reading." Social studies and



history textbooks particularly suffer from attempts to cover too many topics in a brief space.

- Student assessments frequently do not include concepts or skills pertaining to global awareness. Forty-seven states require students to be tested at certain grades on specified topics. However, only twenty-seven states test students on social studies skills and it is not clear how many of those tests address international education concepts or skills such as geography and world cultures. Unless the tests assess students on their global knowledge and geographic skills, teachers are unlikely to devote time to these topics.

- Resources are often limited. New courses, materials, and additional teachers will require additional funds.

- The secrets of international trade are frequently a mystery to businesses. Many small and mid-sized businesses do not know where to get the information and resources that will help them compete in the international marketplace.

Table 2

U.S. Involvement in a Changing World (in 1985 dollars)

	1970	1985
Number of overseas travelers to the U.S.	2.288 million	7.54 million
Expenditures by foreign visitors to the U.S.	$6.18 billion	$12.91 billion
U.S. travelers abroad	5.26 million	12.31 million
Expenditures by U.S. travelers abroad	$11.02 billion	$16.5 billion
U.S. exports of goods and services	$180.4 billion	$369.9 billion
U.S. imports of goods and services	$197.8 billion	$449.2 billion
Value of agricultural exports	$19.2 billion	$29.0 billion
Value of agricultural imports	$19.0 billion	$20.0 billion

Notes: The consumer price index was used to adjust dollar amounts for travelers' expenditures. Dollar amounts for exports and imports were adjusted by the use of implicit price deflators for export and imports of goods and service. In nominal terms, the United States showed a trade surplus in 1970.

Sources: *Statistical Abstract of the United States: 1988* (Washington, D.C.: U.S. Government Printing Office, 1988).

Economic Report of the President 1988 (Washington, D.C.: U.S. Government Printing Office, 1988), Tables B-3, B-93, and B-98.

Adapted from data in *The United States Prepares for Its Future: Global Preparedness Is Essential* by the Study Commission on Global Education (New York: American [illegible], 1988), p. 23.

"Knowledge, learning, research, information, and skilled intelligence are the raw materials of commerce in a global society."

Governor George Sinner
North Dakota

The State Role
State Action Agenda

"Either we respond to in-

competition,

ourselves,

us in

the world."

Governor Booth Gardner,
Washington

The State Role

An effective program to improve international education must begin in the elementary schools and continue throughout the formal education process. It must also focus on increasing public awareness of the nature of the international economy and address the immediate needs of businesses by improving the knowledge and skills of current employees. State government can play an important role in each of these areas.

State Role in Education

Over the past decade, the Governors have been in the forefront of education reform. States are uniquely situated to influence the coursework offered at both the elementary and secondary level. States also assist in the training and recruitment and certification of the teachers needed in critical areas.

States influence the direction of public colleges and universities. But there are limits to this influence. They can not dictate the curriculum that is offered on state campuses nor mandate cooperation between the college classroom and business.

State Role in International Trade

States are playing a greater role in economic development activities and in the promotion of foreign trade and tourism. As states develop a better understanding of foreign markets, and the impact of national cultures and customs, they are able to share this information with businesses that are looking for international markets.

State Action Agenda

Governors have been key leaders in reforming America's schools, colleges, and universities. Governors are also their states' chief diplomats and trade promoters and work to attract foreign investment and tourists to their states. Governors have learned first-hand the importance of understanding the culture and customs of other nations and communicating in the language of the customer. Thus, Governors sit at the critical juncture where policy on economic development and growth, trade, education, and the labor force meet.

Now it is time for Governors to take the lead in creating an international focus in the U.S. education system. Governors and states can build upon their accomplishments in leading education reform to expand international education for children, youth, and adults in all settings—elementary and secondary schools, postsecondary institutions, and businesses.

To achieve this, Governors can develop a comprehensive statewide strategy for international education that reaches all agencies and levels of education, as well as the private sector. An effective strategy should be based on specific goals and define the various roles of those in state government and education. Critical to the success of this effort is the involvement of a broad range of individuals—teachers, school administrators, school board members, university presidents, college faculty, and the business community—in developing a comprehensive plan.

There are many successful programs and ideas that Governors and their states can consider for every sector of education.

Elementary and Secondary Education

OBJECTIVE: International education must become part of the basic education of all of our students.

In an age of world economic competition, knowledge of other countries, political systems, and cultures cannot be reserved just for those who complete high school, or those who pursue postsecondary education. To become fully functioning citizens, all children, starting from the earliest grades, must learn of the broader world.

States can:

- Require separate study units on world culture and world history in the basic curriculum. A basic course in world history can lay the foundation for more advanced knowledge in international education. The state of New York has recently taken action in this area. Global studies is a required course for all ninth and tenth grade students in New York's public and private schools. The curriculum is recommended by the state. For purposes of curricular study, the world is divided into seven geographic areas: Africa, South Asia, East Asia, Latin America, Western Europe, the Soviet Union and Eastern Europe, and the Middle East. Each area has five key focuses: historical geography, history from the colonial period, contemporary nations and cultures, economic development, and international relations.

- Incorporate an international focus in the entire curriculum. International education can be infused into every aspect of education. Ninety-one public

schools in Dade County, Florida, are attempting to infuse the curriculum with a global perspective. The county has entered into a partnership with Florida International University to "institutionalize" international education in the schools by training teachers, media specialists, and administrators.

- Expand assessment systems to include geography and international education topics, such as world history and cultures. The Governors' leadership in evaluating school and student performance by assessing what students are learning is transforming all aspects of American education. If international education is measured as a part of ongoing assessment systems it will be necessary for teachers to focus on these topics. In New York, for example, successful completion of a statewide mandatory test on global studies is necessary for graduation.

OBJECTIVE: More of our students must gain proficiency in foreign languages.

Knowledge of other languages is essential for business and trade with economic competitors. Foreign language study also can be an important bridge to the understanding of other countries and cultures.

States can:

- Offer opportunities to elementary school students for foreign language instruction beginning as early as first grade. All students should have the opportunity to learn to speak a second language in their early years. Studies demonstrate not only that students most easily learn to speak another language in their early years, but also that foreign language learning enhances cognitive development and basic skills performance for elementary school children.

  By 1993 in North Carolina, all public school children from kindergarten through fifth grade must take a second language. Currently, language instruction is available to many North Carolina elementary school students. In kindergarten through third grade, all instruction is based on speaking, listening, and learning about foreign cultures. Reading and writing instruction follows in grades four and five.

- Expand the opportunity for students to learn a second language during the summer months or in after-school or weekend programs. Intensive language programs can be introduced and existing courses can be supplemented through special programs outside the usual school schedule. For example, the Governor's Foreign Language Academies, offered in the summer, are successful in Virginia. In 1988, six academies (French, German, Spanish, Asian Studies, Russian Studies, and Latin) served 310 high school students during a four- to six-week period. The academies offer a total language immersion experience in addition to covering culture, geography, and history.

  International Language Villages operate during the summer months in Minnesota. Student villagers are immersed in the language and the culture of another country during their stay. There are ten villages, one each for German, French, Norwegian, Spanish, Russian, Swedish, Finnish, Danish, Chinese, and Japanese on lakeside sites in Minnesota. Each summer, 4,300 students, generally of high school age, become part of these villages. Most students stay for two-week sessions, with classroom study of another language for ninety minutes a day, and conversation in that language during the rest of the day. Six hundred students stay for four weeks and spend six hours a day formally studying the language.

OBJECTIVE: Teachers must know more about international issues.

Governors recognize the professional nature and demands of teaching. They also recognize that education is a "bottom heavy" enterprise, where the most important activity—that of teaching and learning—occurs in millions of classrooms around the nation. No group of individuals is more important than teachers for enhancing the international perspective of schools.

States can:

- Provide in-service training for current teachers in both international studies and foreign languages. These courses can provide information on new resources and materials and help teachers developing new curriculums and professional expertise. Several states have already taken action.

  In Florida, foreign language instruction has been declared a critical teacher shortage area. Through the state-funded Critical Teacher Shortage Program, present and future teachers are eligible for a variety of incentives including grants, loan forgiveness, and tuition reimbursement. The summer institutes

provide sixty hours of rigorous content instruction to foreign language teachers currently teaching in other fields or pursuing an add-on to their certificate. In 1986, twenty-one school districts participated in summer institutes for foreign language teachers, providing instruction to 459 teachers.

The California International Studies Project (CISP) consists of nine regional international studies resource centers, funded by the state, to strengthen international education in the state's elementary and secondary schools. The centers provide teachers with the opportunity for training and study in such subject areas as world geography; regional studies of Asia, Africa, and Latin America; international economics; and the environment. The centers also offer skill development training and support services to foreign language teachers. Increasingly, this education includes the study of the culture or cultures where those languages are spoken. CISP also organizes study tours for master teachers to provide teachers with direct experience in other cultures. The individual centers are operated by collaborating groups of school districts and local international resource organizations—colleges and universities, and world affairs and community organizations.

- Strengthen teacher education to include study of geography, world history, communications skills in foreign languages, and international studies. To reinforce this goal, teacher certification testing programs must test prospective teachers for their international awareness.

Funded by the Ford Foundation, the University of Iowa has developed a program to encourage college sophomores to earn a teaching degree in Japanese, Chinese, or Russian. This five-year plan includes a year of study in the country of the chosen language. Students who participate in the program must teach in Iowa for a minimum of three years after completion.

OBJECTIVE: Schools and teachers need to know of the wealth of resources and materials, besides standard textbooks, that are available for international education.

States can:

- Find other resources to augment standard textbooks. Resources for enhancing international studies may be close at hand although not obvious. Drawing on alternative sources to supplement textbooks may enliven the curriculum at little cost.

  The Arkansas Retired Teachers' Association is gathering books and materials for use in global studies classes throughout Arkansas. A range of materials are being collected: postcards

and stamps, maps and travel books, newspapers and magazines from other countries, and pictures, tapes, and slides. The association is selecting and cataloguing the items for use in the school setting.

- Use new technology to enhance foreign language and international education instruction. Technology expands opportunities for students in language instruction, including less commonly taught languages, and other internationally oriented subjects, regardless of their schools' accessibility to teachers with these specializations.

  Language students in Hawaii, through participation in a unique TELECLASS language system, are able to communicate directly with other children in target countries via a telephone. The communication includes direct conversation and slide and video presentations. Through TELECLASS, students in Hawaii have talked to students in Canada, China, France, Germany, Japan, Korea, Russia, Spain, and Tahiti.

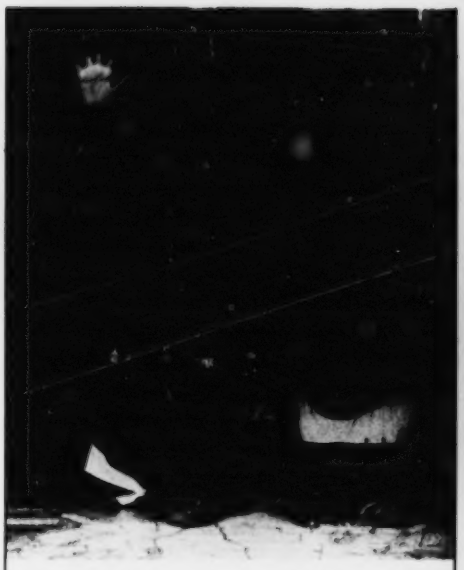
  In Arkansas four school districts are currently receiving Spanish instruction from the Utah Department of Education/IBM Distance Accelerated Learning program, while nineteen school districts are using the Oklahoma State University German by Satellite program.

- Publicize and coordinate alternative resources that teachers can draw on to help internationalize the curriculum. Returned Peace Corps volunteers, exchange students, and former Fulbright scholars can offer students an exciting and realistic global perspective. A good example is the Peace Corps' Volunteers in Development Education (VIDE) program. This program was first implemented in Virginia in 1987 and expanded to Ohio in 1988. Five returning volunteers spend six weeks teaching classes and giving presentations to civic and business groups statewide about their experience. Each volunteer is assigned a region and works with an educator and business person.

- Promote or disseminate information about student and teacher exchanges. Teachers and students need more direct experiences with other cultures. Teachers are interested in and will benefit from exchanges with their counterparts outside the United States. The New Jersey Division of International Trade and the New Jersey Department of Education are sponsoring a teacher exchange between New Jersey and China for the 1989-90 school year. Two New Jersey teachers will teach English as a second language, along with U.S. literature and culture, to teachers in China. Zheziang Province, New Jersey's "sister state," will send Chinese teachers to work in selected New Jersey schools.

  Indiana teachers can go abroad for new instruction or for refresher courses in language and culture through the Ambassadors in Education program. The state provides 50 percent in matching funds.

  The Alaska Sister Schools Exchange Network was launched in 1984 as a collaborative effort of the Alaska Department of Education and the University of Alaska-Fairbanks. Approximately 150 schools have been matched with schools in Pacific Rim countries. Social studies curricula in each school develop a deeper understanding of these countries.



- Take teachers along as members of official state trade delegations.

  This experience could be particularly useful to foreign language teachers or area specialists who could benefit from a quick "brush-up" in language, culture, or international economics. The associated prestige and publicity for teachers would promote both international education and the teaching profession.

Higher Education

OBJECTIVE: All college and university graduates must be knowledgeable about the broader world and conversant in another language.

The higher education system educates America's future science, business, government, and education leaders. In the twenty-first century, the world will demand American leaders who can participate in international dialogues and in worldwide markets.

States can:

- Increase language and social studies requirements for admission to state colleges and universities. Several states have recently strengthened admissions standards at public colleges and universities. Upgraded admissions requirements that include foreign language and social studies knowledge and skills will press high schools to improve and increase course offerings in those subjects.

  The Maryland State College system will require one year of foreign language study for admission in 1991, increasing to two years in 1992. The University of Minnesota recently increased its admissions requirements to include three years of a second language.

- Require an international element in all majors. All majors from physics to economics will benefit in their work lives from this exposure. Business school curriculums, in particular, should have an international focus and be linked with foreign language and area studies programs.

  The College of Business Administration at the University of Hawaii focuses on the study of business in the Pacific Basin. The college offers a master's in business administration degree with a concentration in international business, as well as a joint M.B.A. and M.A. in Asian studies. The Pacific Asian Management Institute (PAMI) at the college develops cross-cultural international management programs. Since 1977 PAMI has trained managers, government officials, students, and teachers from more than twenty-two countries representing 170 companies and 200 institutions.

- Reward programs that have an international emphasis. Incentives can be an effective means for states to encourage new and varied programs with an international focus.

  Ramapo College of New Jersey received a $3.4 million state challenge grant to become the state college specializing in international education. The college is enhancing its undergraduate education by infusing its curriculum, program, and activities with multicultural and international perspectives. Similarly, the New Jersey Department of Higher Education has an international and foreign language education grant program. In 1988, twenty-five projects received almost $400,000 for everything from curriculum and faculty development to projects that improve language skills through video-assisted instruction.

- Help institutions of higher education share their academic expertise with school districts and the business community. Academics with years of research experience and in-depth knowledge about international trade, politics, economics, world history, and literature, are often an untapped treasure trove.

  The Pennsylvania International Education Collaboratives have been effective in promoting discussion and interaction between higher education faculty and elementary and secondary teachers. The ten collaboratives throughout the state receive small program grants from the Pennsylvania Department of Education. Collaboratives are located at universities, within school district buildings, and at regional education centers. Volunteer faculty from both higher education and elementary and postsecondary education serve as staff for education and business collaboratives. Each collaborative determines its own particular focus. Some are heavily involved with in-service teacher training while others organize international education events for students.

- Develop opportunities for students to participate in international exchange study programs and for international students to study in the United States. Roughly .4 percent of American college and university students study abroad each year. In contrast, in preparation for the integration of the European Economic Community in 1992, European countries are planning to send 10 percent of their students to study abroad.

  In Florida, a public-private partnership was forged between state government, postsecondary institutions, and the private sector to provide scholarships for economically and academically deserving students from Central America and the Caribbean to study on Florida campuses. State appropriations are matched with private sector contributions, both cash and in-kind. Through the program, Florida's government,

academic institutions, business community, and citizenry have developed strong personal and professional relationships with their counterparts in Central America and the Caribbean.

Institutions may have difficulty organizing overseas programs on their own. The University of Missouri-Kansas City and People to People International, a nonprofit exchange organization, have collaborated to offer summer overseas studies programs for university credit. Courses, which are taught by UMKC faculty, attract students from throughout the United States. Because students receive academic credit, they are eligible for federal student aid for the courses. The university also has established a scholarship program to encourage minority students to study abroad. Faculty who teach benefit from the opportunity to conduct research and establish contacts overseas.

Business

OBJECTIVE: Business and community support of international education should be increased.

Much of the success in the education reform movement is due to the collaborative support of the business community and the Governors. Given the profound importance of international education to America's economic competitiveness, the business community may be called upon to support international education in the nation's schools and to help promote a global perspective on the nation's campuses. In return, education must be responsive to the international needs of the business community.

States can:

- Establish state, business, and education advisory councils to foster support for international education and ensure that these are relevant to business needs. In South Carolina, the state superintendent of education has appointed a state International Education Advisory Council composed of business, civic, and education leaders.

- Encourage communities to engage in a dialogue on the importance of international education. The general community needs to determine for itself and be convinced that international education is of vital importance to the survival and prosperity of the community. Governors can be instrumental in beginning that discussion that will lead to consensus for political action as well as partnerships for immediate action. In Hawaii, a recent Governor's Congress on Hawaii's International Role drew 750 registrants from all walks of life to begin building a community agenda.

OBJECTIVE: The business community must have access to international education, particularly information about export markets, trade regulations, and overseas cultures.

Manufacturers and service industries, which have been concentrating on domestic markets, cannot be expected to know the subtleties of international trade.

States can:

- Sponsor centers that reach out to the business community and better forge the link between business and the higher education community.

The New Jersey Center for International Business and Education at Rutgers, the state university, will link executives from small and medium-sized companies with faculty and other international experts to obtain the information they need to start and expand overseas trade. It also will serve as the state's focal point for international education for business. The center surveyed small to mid-sized firms in order to discover the firms' most important international education needs.

The Intermountain-Pacific Rim Trade Project (IMPART) at the University of Utah seeks to improve and extend commercial and economic relationships between the mountain states and the Pacific Rim. A data center available to users nationwide provides businesses, public agencies, and educators with information to help them locate, understand, and develop Pacific Rim markets.

- Offer workshops and seminars to local businesses on international trade and related topics. The Minnesota Trade Office in the Department of Trade and Economic Development sponsors about seventy-five workshops a year. Examples of program topics include methods of selling products in foreign markets, methods of adapting sales literature for export markets, and ways that agriculture and service industries will be affected by the General Agreement on Tariffs and Trade.

  The Nebraska Department of Economic Development is the state's lead agency in promoting international trade. As part of its services to business, the department offers seminars and workshops on international topics.

- Provide technical and marketing assistance to firms interested in developing overseas trade. New Mexico's U.S. and Foreign Commercial Service International Trade Office offers technical and marketing assistance to small business firms.

Conclusion

There is much progress to report in the area of international education. Isolated examples of creative and inventive efforts to expand international education in our schools, colleges, and businesses abound. Yet there is much to be done. With gubernatorial leadership these programs and efforts can multiply, so that they are no longer unique or unusual. In summary, Governors need to:

- develop strategic plans for international education at the elementary, secondary, and postsecondary levels;
- create coalitions of education, business, and government;
- promote the alignment of curriculum, instruction, and assessment;
- use the bully pulpit to promote international education; and
- remain responsive to changing needs in international education.

These efforts are essential. American business and world harmony and prosperity in the twenty-first century depend in large measure on the seeds that are planted in the next decade.

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